

Kimberly Middle School

Targeted Support & Improvement (TSI) Plan

Identified Subgroup: Students with Disabilities

School Year: 2026–2027

1. Stakeholder Input

Stakeholders will be engaged through surveys and/or meetings and conferences

- **Administration:** Principal, Vice Principal, Special Education Director, Director of Programs
- **Teachers:** General education and special education teachers, paraprofessionals
- **Parents & Families:** SPED students
- **Students:** Middle school students receiving special education services

2. Needs Assessment (Data-Based)

Spring 2026 ISAT Results – Students with Disabilities including IDAA assessment

- **6th Grade (12 students)**
 - ELA: 8% proficient (10 Level 1, 1 Level 2, 1 Level 3)
 - Math: 0% proficient (12 Level 1, 1 Level 2)
- **7th Grade (7 students)**
 - ELA: 0% proficient (5 Level 1, 2 Level 2)
 - Math: 0% proficient (7 Level 1)
- **8th Grade (11 students)**
 - ELA: 0% proficient (10 Level 1, 1 Level 2)
 - Math: 0% proficient (11 Level 1)

Overall Subgroup Performance (Grades 6–8):

- **ELA:** 3% proficient (1 of 30 students)
- **Math:** 0% proficient (0 of 30 students)

Key Needs Identified:

- Increased ELA and Math interventions.
- Increased teacher capacity for inclusive practices.
- Consistent collaboration between general education and special education teachers.
- Stronger family communication and student engagement support.

3. SMART Goals

- **ELA Goal:** By Spring 2027, the percentage of Students with Disabilities at Kimberly Middle School scoring proficient or above on the ELA ISAT will increase from 3% to 10%.
- **Math Goal:** By Spring 2027, the percentage of Students with Disabilities scoring proficient or above on the Math ISAT will increase from 0% to 10%.

4. Evidence-Based Strategies

Instructional Supports

- Implement EasyCBM for students who take Math in the SPED room
- Weekly communication between general ed staff and SPED staff in core ELA and Math classes.
- IEP meetings include parents, student, staff, and admin
- Provide professional development and differentiation strategies for all staff.

Progress Monitoring

- Interim ISAT test
- Weekly emails assignment

Family Engagement

- Send IEP progress reports every quarter aligned with report cards.

- Parent communication through digital platforms (Remind, PowerSchool, social media, etc.).

5. Monitoring by the LEA

The LEA will monitor implementation and outcomes through:

- **Quarterly Reviews:** LEA Programs Director meets quarterly with the school leadership team to review subgroup progress.
- **Data Dashboard:** District maintains data broken down by subgroup to track ISAT scores, growth, and attendance.
- **Classroom Walkthroughs:** Admin will conduct monthly walkthroughs to check intervention implementation.
- **Annual Report:** LEA compiles and presents a year-end progress report to the School Board and stakeholders, including adjustments for the following year.